

ANALYSIS OF THE DISTANCE LEARNING SUCCESS SUPPORT PROGRAM (LPKBJJ) AND STUDENT SELF-EFFICACY AT UNIVERSITAS TERBUKA

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Abstract

The Distance Learning Success Support Program (LPKBJJ) plays a crucial role in introducing distance learning to new students at Universitas Terbuka. LPKBJJ includes several activities such as the New Student Orientation (OSMB), which introduces the distance learning system emphasizing self-directed learning; the Distance Learning Skills Training (PKBJJ), which equips students with effective learning skills within the distance higher education system (PTJJ); the Task Workshop (WT), an academic assistance service aimed at helping students complete their assignments successfully; and the Exam Clinic (KU), designed to improve students' readiness and confidence in navigating distance learning and various exam formats such as face-to-face exams (UTM), online course exams (UO-MK), and Take Home Exams (THE). As an open distance education institution in the digital era, Universitas Terbuka (UT) is undergoing a transformation in line with the advancement of learning technologies, significant changes, and shifts in learning paradigms with the adoption of online learning. Factors like mobility, access to digital resources, and the need for flexibility have driven UT to innovate its services to meet students' evolving needs. The LPKBJJ program plays a significant role in supporting students' self-efficacy, which includes their confidence, self-actualization, intelligence, and ability to succeed in the PTJJ system and achieve optimal learning outcomes. Several factors can negatively impact students' self-efficacy, such as a lack of direct interaction, difficulties in self-motivation, and technical challenges associated with online learning. These issues can affect students' ability to remain in their study programs. This research aims to explore and describe the LPKBJJ program for students at Universitas Terbuka Makassar and strategies to enhance students' ability to overcome obstacles in online distance learning by improving their self-efficacy. The research used descriptive non-parametric quantitative statistics. The population consisted of 98 new students from various study programs across Pinrang Regency, Enrekang Regency, Sidrap Regency, and Parepare City, all registered at UT Makassar for the 2024.1 registration period. The sample used in the study was the same as the population. Data were collected through PKBJJ forms, questionnaires, documentation, and interviews. The resulting data were primary data from the analysis of distance learning skills training and its impact on the self-efficacy of new students. The increase in the gross participation rate of new students requires the LPKBJJ program to maintain students' self-efficacy, encouraging them to actively engage in the learning environment independently. The findings show that the students' cognitive knowledge of distance learning and self-efficacy, measured as their confidence in following distance learning, had an average score of 62.5%, falling into the moderate category. The affective self-efficacy, based on the

acceptance of the distance learning system and students' self-motivation, averaged 60.5%, also in the moderate category. Finally, the psychomotor self-efficacy, based on students' skills in using online learning applications, averaged 60.5%, categorized as moderate. The LPKBJJ program fosters students' confidence in their ability to engage in distance learning by utilizing technology independently and motivates them to achieve success in completing their study programs. Independent learning is a key characteristic of PTJJ students. This research will continue in the following year to examine student retention in the second and third semesters.

Keywords: Self-efficacy, Innovation, Transformation, Distance Learning

1 INTRODUCTION

Universitas Terbuka Makassar, one of the distance education providers in South Sulawesi, managed 7,706 students (registration period 2013.2) and then 8,122 students (registration period 2014.1), aligning with UT's vision to provide accessible education to everyone by emphasizing flexibility in terms of location, time, economy, geography, and age. Open and Distance Education (ODL) combines distance learning methodologies with the concept of open and flexible learning, where the distance education system better fulfills the idealistic concept of Open Distance Learning (ODL). UT's policy requires new students to participate in the Distance Learning Success Support Program (LPKBJJ) to build their self-efficacy, which involves confidence in managing distance learning systems. The inactivity status of students recorded in Sidrap Regency was 251, Parepare City 158, Pinrang Regency 223, and Enrekang Regency 106 (registration period 2023.2), indicating the need to boost students' confidence. Training was conducted gradually, starting with the New Student Orientation (OSMB) on March 9, 2024, held online, followed by the Distance Learning Skills Training (PKBJJ) on March 30, 2024, at the computer laboratory of SMKN 1 Pinrang, and the Task Workshop & Exam Clinic (WT & KU) on April 20, 2024, at the same location. These programs ran successfully.

The LPKBJJ program serves as verbal persuasion to guide new students to work harder in achieving their learning goals by boosting self-confidence and competence in navigating the distance learning system. This includes understanding technical online skills, independent study management, learning targets, and effective reading strategies. Knowledge of OSMB, PKBJJ, and WT & KU enhances students' confidence to mobilize themselves and reduces stress reactions, transforming emotional responses into strategic steps to optimize independent learning and adapt to distance learning.

The utilization of learning technologies in distance learning systems has been progressively advancing, supporting online learning services and personal student success. The academic service system "single sign-on" (SSO) My-UT facilitates all student learning processes within one access point, making it easier to access online services independently without the need for physical presence. New students in the 2024.1 registration period who participated in LPKBJJ are expected to adapt to challenges such as (1) feelings of isolation, (2) difficulty in managing study time, (3) self-motivation, and (4) fostering self-confidence in independent learning.

According to Gozum, A. I. C., Metin, S., Uzun, H., & Karaca, N. H. (2023), distance learning has introduced a new dimension to the use of information and communication technologies in education, particularly due to the impact of the COVID-19 pandemic. Additionally, Choiriyah, S., & Riyanto, S. (2020) note that the use of digital-based constructive learning methods, such as virtual learning via Zoom and Learning Management Systems (LMS), has become essential. The global era demands that each generation adapts to technological developments, and the internet has influenced every aspect of life, including education, both before and after the pandemic.

The self-efficacy of new students in adapting to the entire range of distance learning activities, from cognitive, psychomotor, and affective aspects, is essential in building confidence in using online learning applications. Cognitive and affective variables have a positive influence on psychomotor performance. According to Riyadi, T. M. (2023), training, self-efficacy, job satisfaction, motivation, and organizational culture positively and significantly influence employee performance. New students face challenges in growing their confidence and learning motivation through online learning applications in the context of distance education transformation.

The growth of self-confidence and independent abilities in facing learning challenges serves as verbal persuasion to support students in recognizing the distance learning system and achieving academic goals. Through OSMB, students become familiar with the distance learning system, while self-efficacy becomes a key element of social cognitive theory, as motivation is important in shaping personal potential and independent character. According to Usher, E. L., & Morris, D. B. (2023), self-efficacy refers to an individual's belief in their ability to perform specific tasks in their life. Given the unique nature of distance learning, special adaptations are necessary to successfully navigate the learning process.

Learning technologies provide facilities that help students overcome obstacles at UT, boosting their confidence and enhancing their distance learning skills. According to Cebi, A. (2023), readiness and motivation for online learning are important predictors of student interaction in distance learning. Motivation mediates the relationship between online readiness and student interaction. Through online learning, students can access materials like online tutorials and virtual reading spaces at various times and locations. My-UT, the personal student portal, offers academic administration services that facilitate course registration, exam results, online learning materials (BMP), and online learning assistance, all accessible via the “single sign-on” (SSO) system. The competency of students is also influenced by self-regulated learning, an independent characteristic that maximizes UT’s online services.

Improving the distance learning skills of UT’s new students by familiarizing them with the available online services helps them face the challenges of distance learning, which differs from conventional higher education. The demand for students to meet the challenges of a distance learning environment with digital learning is growing. Motivation, as a cognitive resource, relates to independent learning technical skills, encompassing aspects such as adaptation, autonomy, and psychosocial support in dealing with the complexities of distance learning. Confidence plays a key role in self-motivation, guiding students toward achieving their academic goals. According to Bandura, A., & Wesseles, S. (1977), self-efficacy beliefs contribute to motivation and goal-setting, while doubts about one’s abilities weaken efforts to reach those goals. Strong belief in one’s abilities contributes to goal achievement. The psychological process of self-efficacy, through cognitive, affective, and psychomotor aspects, influences all activities. Confidence, autonomy, and integrity are indicators of success in maintaining and supporting students' academic development.

Distance learning skills training has fostered self-efficacy in Universitas Terbuka Makassar students, helping new students succeed. Training builds self-confidence and the ability to identify challenges effectively, thus supporting success in facing the obstacles of distance learning. Training acts as a suggestion to increase students' confidence in overcoming barriers in UT’s distance learning environment, even though students do not have to face these challenges alone, thanks to online support services. Verbal persuasion encourages students to trust their ability to persist and achieve success in distance learning.

2 METHODOLOGY

This study employs a descriptive quantitative approach. The research involved collecting quantitative data through questionnaires, which were processed using non-parametric statistics. Secondary data were also gathered from PKBJJ forms, which included schedules, reading summaries, concept maps, and interviews. The data were then analyzed and presented in tables. The research was conducted from March to July 2024.¹ at three locations: UT Makassar, Parepare City, Sidrap Regency, Pinrang Regency, and Enrekang Regency. These locations were chosen based on the characteristics of new students from regions over 150 km from UT Makassar who participated in LPKBJJ. A total of 98 new students were recorded as both the population and sample.

3 FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Implementation of the Long-Distance Learning Success Support Services Program (LPKBJJ) at UT Makassar

The LPKBJJ program includes the following phases: (1) New Student Orientation (OSMB): This phase introduces students to the distance learning system at Universitas Terbuka (UT), helping them to prepare for independent learning. (2) Distance Learning Skills Training (PKBJJ): This phase trains students in self-directed learning strategies and the use of online learning applications as well as other support services. (3) Task Workshop & Exam Clinic (WT&KU): This phase teaches students how to complete tasks such as tutor assignments, as well as the exam system (online exams, face-to-face exams, and take-home exams).

The training is delivered in stages, integrating theory with practical application. The program includes academic administration and exam clinics. To measure its effectiveness, students complete forms, self-efficacy questionnaires, and random interviews to assess their confidence in independent distance learning after completing the program.

Table 1: Minimum Cognitive Scores of Students

Statistics	
Samples	100
Range	42.5%
Minimum	43,0%
Maximum	98.5%
Mean	62.5%

Sources: Analysis Results 2024

Based on Table 1, the students' cognitive scores range from a minimum of 8 to a maximum of 92. Descriptive analysis categorizes these scores into five levels: very low, low, medium, high, and very high. These results are shown in the frequency distribution table (Table 2) below.

Table 2: Frequency Distribution of Self-Efficacy Based on Cognitive Knowledge Scores in Distance Learning

No	Scale Number	Category	Frequency (F)	Percentage (%)	Mean/ Category
1.	8 – 25	Very low	0	0	
2.	26 – 48	Low	0	0	62.5%
3.	49 - 59	Medium	10	10	(Medium)
4.	60 – 76	High	62	62	
5.	77 - 92	Very high	28	28	
	Total		100	100	

Sources: Analysis Results 2024

Based on Table 2, it is known that out of the 98 students who participated in this study: No students scored very low (0%), No students scored low (0%), 10 students (10%) scored at a medium level., 62 students (62%) scored high.28 students (28%) scored very high. The mean score obtained was 44.71, indicating that students' self-efficacy based on their knowledge of Distance Learning falls into the medium category. The material was delivered gradually and integrated both theoretical and practical elements through online applications. The practical sessions were conducted at the Computer Laboratory of SMKN 1 Pinrang in 2024, allowing students to directly practice all the material related to the mastery of online applications. The mastery of this material falls into the high category. These results provide an overview that the verbal persuasion offered in the LPKBJJ (Support Services for Distance Learning Success) was very positive, as the teaching method, which integrates theory and practice, effectively supports the improvement of students' self-efficacy.

Table 3. Above shows the minimum student score on the variable Distance Learning Affective Value

Statistics	
Samples	100
Range	42.5%
Minimum	43,0%
Maximum	96.5%
Mean	60.5%

Sources: Analysis Results 2024

Table 3 presents the affective scores, with a minimum of 12 and a maximum of 100. Descriptive analysis of affective scores, categorized into five levels, is shown in Table 4 below.

Table 4. Frequency Distribution of Self-Efficacy Based on Distance Learning Affective Scores

No	Scale Number	Category	Frequency (F)	Percentage (%)	Mean/ category
1.	12 – 30	Very low	0	0	
2.	31 – 47	Low	0	0	60,5
3.	48 - 65	Medium	8	8	(Medium)
4.	66 – 84	High	65	65	
5.	85 - 100	Very High	27	27	
	Total		100	100	

Source: Analysis Results 2024

Based on Table 4 above, it can be seen that for the students' Verbal Persuasion scores in this study, the number of students who obtained very low scores is 0 (0%), those who obtained low scores is 0 (0%), those who obtained medium scores is 8 (8%), those who obtained high scores is 65 (65%), and those who obtained very high scores is 27 (27%). Then, the mean/category value = 60.5. This research shows that the affective value of acceptance attitude towards distance learning falls into the medium category. The Verbal Persuasion of Students about LPKBJJ, which is taught gradually with integrated theory and practice to new UT students in 2024 at SMKN 1 Pinrang Regency, based on groups (Pinrang Regency, Enrekang Regency, Sidrap Regency, and Parepare City) is in the Medium category.

Table 5 above shows the minimum student score on the psychomotor variable

Statistics	
Samples	100
Range	42.5%
Minimum	43,0%
Maximum	94.5%
Mean	60.5%

Sources: Analysis Results 2024

Based on Table 5 above, the minimum student score on the psychomotor variable is 12 and the maximum score is 100. For the descriptive analysis results, student scores are measured using 5 categories: very low, low, medium, high, and very high. These results can be seen in the frequency table (Table 4) below.

Table 6: Frequency Distribution of Psychomotor Scores in Distance Learning

No	Scale Number	Category	Frequency (F)	Percentage (%)	Mean/ category
1.	12 – 30	Very low	0	0	
2.	31 – 47	Low	0	0	60,57
3.	48 - 65	Medium	8	8	(Medium)
4.	66 – 84	High	63	63	
5.	85 - 100	Very High	29	29	
	Total		100	100	

Source: Analysis Results 2024

From Table 4 above, it can be seen that the Self-Efficacy scores of new students regarding their self-ability and self-confidence in facing the distance learning system at UT, skills in using online learning applications such as learning.ut.ac.id, virtual reading rooms, and other supporting tools, are as follows: students who obtained very low scores are 0 (0%), those who obtained low scores are 0 (0%), those who obtained medium scores are 8 (8%), those who obtained high scores are 63 (63%), and those who obtained very high scores are 29 (29%). Then, the mean value is 60.57, so the results indicate that the belief and potential skills in using and utilizing online learning applications are on average medium. This reflects the confidence and belief in carrying out the learning process with a distance learning system by utilizing services in the MY-UT application independently, which is designed to be self-directed and to improve students' learning, motivation, and academic achievement.

3.2 Discussion

3.2.1 Distance Learning Success Support Program (LPKBJJ)

The descriptive analysis provides an overview of the success of the training program, where both theoretical and practical materials are integratively taught. The training aims to foster self-confidence and attitudes necessary to engage in distance learning (PJJ). Students have gained a comprehensive understanding of distance education, facing all challenges by adhering to the required procedures. They are motivated to channel their abilities sincerely to achieve learning success. The students' attitudes have shifted towards independence, integrity, and motivation when dealing with online learning and academic administration, all managed through a single sign-on system (SSO My-UT).

The attitude adjustment includes changes in behavior, feelings, interests, and emotions related to self-efficacy in daily life. Habits formed from utilizing online social media are linked to the skills required to use applications effectively after participating in LPKBJJ training. The training is conducted in three stages, namely OSMB, PKBJJ, and WT&KU. These stages sharpen new students' ability to implement the system in their respective environments, adhering to the distance learning system. By mastering various academic procedures, students can potentially achieve academic success.

3.2.2 Program for Supporting Orientation Studies for New Students (OSMB)

The Orientation Study for New Students (OSMB) introduces the distance learning system, emphasizing the importance of the learning process through independent study. It introduces students to the distance learning system, including the separation of instructors and students, that the primary learning resource is modules, and that students must have initiative and motivation. The entire series of independent learning activities involves managing offline and online learning based on blended learning initiatives, motivating students to achieve successful learning outcomes and timely completion of their studies.

Self-efficacy enhances students' confidence in their ability to manage and regulate their functions according to their development of self-efficacy, making it easier to conduct activities independently, maintain motivation, and set learning targets. Self-efficacy increases determination and perseverance in overcoming obstacles, utilizing competencies as innate abilities to achieve goals. According to Zhao, Z., Ren, P., & Yang, Q. (2024), the level of self-management in students positively correlates with their academic performance, with self-efficacy playing a mediating role in this relationship, providing a certain moderating effect in

understanding the relationship between self-management and academic performance. Confidence in one's ability to respond to learning situations and conditions is critical.

3.2.3 Program for Supporting Distance Learning Success Services (PKBJJ)

Distance Learning Skills Training (PKBJJ) equips students with effective learning skills within the PTJJ system, integrating theory with practice. Students demonstrate effectiveness and efficiency in absorbing information through training, developing cognitive knowledge of distance learning, and attitudes related to independent learning character. Skills to adapt to online learning platforms are evident, with students participating in PKBJJ showing average knowledge in the moderate category. Zulfikhar, R., Mustofa, M., Hamidah, E., Sapulete, H., Sitopu, J. W., & Sari, M. N. (2024) note the importance of training and developing technology skills for both lecturers and students to optimize technology use in education, ensuring technological accessibility and innovation in educational technology.

Theoretically, the online learning environment and its applications are equipped with the necessary technical guidelines to ensure that students can access "My UT" and utilize it effectively. According to Bandura (1997), confidence in personal efficacy generally leads to successful actions, while doubt usually leads to failure or inaction. Students will form self-efficacy beliefs based on direct experiences and have the enthusiasm to engage actively in the learning process.

Verbal persuasion provides suggestions that create motivation to engage in independent learning activities as a model of the distance learning system and the adaptability of the learning system with digital learning technology. Knowledge, understanding, and how to utilize learning independently are emphasized. The PKBJJ material is taught in the second phase. The results show that the level of self-efficacy is predominantly categorized as good, suggesting to students that they can undertake learning and overcome any learning-related obstacles, with confidence in their ability to navigate the PJJ lecture process based on descriptive analysis indicating a moderate average. Self-assessment refers to the belief in one's ability to manipulate skills to achieve maximum results through online learning.

3.2.4 Program for Supporting Task Workshops & Exam Clinics (WT&KU)

Task Workshops (WT) provide academic assistance services to facilitate the learning process and help students complete their assignments effectively, while the Exam Clinic (KU) aims to enhance students' readiness for various exam formats, such as face-to-face UTM exams and

online UO exams. It utilizes resources such as virtual reading rooms, online libraries, online tutorials, webinar tutorials, course assignments, and end-of-semester exams (UAS) to prepare students for both face-to-face and semi-proctored online exams.

The Task Workshop and Exam Clinic services cover cognitive, affective, and psychomotor domains, focusing on course assignment skills and understanding the end-of-semester exam (UAS) system in face-to-face, online exams, and Take Home Exams (THE), ensuring academic preparedness at Universitas Terbuka. Students demonstrate high skills in independent learning, utilizing online services, academic administration, and online learning, indicating that the training process has successfully introduced the UAS system as an essential part of learning activities for evaluating students' competency achievements. Failure to complete exams means students will not receive course credits.

The LPKBJJ program, conducted integratively with theory and practice, shows satisfactory results. The implementation of activities in the Computer Laboratory at SMKN 1 Pinrang benefits from adequate internet connectivity, facilitating students' access to online UT applications. According to Schunk, D. H. (2023), academic self-regulation involves how to manage oneself, constructing aspects like motivation and metacognition, which can be learned as self-regulation skills. In the digital era, students have realized that the material presented supports the improvement of learning quality in distance learning.

3.2.5 Skills in Accessing Online Support Services at Universitas Terbuka

Students must have skills to independently access online learning services, starting with activating academic administrative services that facilitate the entire learning process through a Single Sign On (SSO) system. According to Sofiansyah & Mufidah (2024), the use of technology in education is crucial in responding to current changes, significantly impacting teaching methods and creating more creative and innovative approaches.

Online learning services include the use of online materials, virtual reading rooms, and online learning support services through TUWEB, TUTON, and WT&KU, as well as preparation for examination systems like face-to-face exams, online exams, and THE, and completing course assignments.

The development of self-confidence in one's competencies is essential for overcoming challenges, as self-efficacy empowers individuals to navigate learning systems that emphasize independent study with the belief in their ability to achieve desired outcomes. Karaoglan-Yılmaz et al. (2023) found a strong positive correlation between self-efficacy and metacognitive

awareness, reflective thinking, and problem-solving skills, as well as a moderate positive relationship between academic self-efficacy and inquiry communities. Students' behavioral changes regarding self-confidence in facing online learning systems have been evident. All participants have successfully activated their accounts and expressed their willingness to engage in online tutorials. Their adaptability is demonstrated by their ability to navigate online learning applications, utilize registration tools, and familiarize themselves with both face-to-face and online final examination (UAS) systems. This adaptability fosters their confidence in achieving academic success at Universitas Terbuka.

3.2.6 Self-Efficacy Functions in Independent Online Learning Activities

The PKBJJ (Learning Support Services) reflects the cognitive, affective, and psychomotor processes of new students in understanding the distance learning system at UT (Universitas Terbuka) and comprehending academic tasks to determine the goals to be achieved and formulating steps by planning targets and study schedules. The confidence in learning independently motivates students using learning techniques such as recording reading results and speed reading skills. According to Anfas, A., Latif, A., & Nurdiyah, N. (2021), the self-efficacy of students in distance education (PJJ) can reach 30%-50% of the total students registered at UT Majenne because, in distance learning, there is no concept of Drop Out, allowing students to set their own targets and study plans. The innovation of integrated digital governance as an implementation of the Digital Learning Ecosystem (DLE) aligns with good corporate governance management. The ability to utilize applications falls into the good category. The introduction of online academic administration services and online learning allows students to use and benefit from these services very well.

Knowledge and ability to utilize the online learning application system and learning systems at UT are high. Confidence in the ability to learn independently is dominantly high. The success of training influences several cognitive aspects for new students with an independent learning system. According to Zimmerman, B. J. (2023), learning and achievement through activities influence motivation, direction, and persistence of those efforts. Exploring the process of self-regulation academically relates to aspects such as motivation, metacognition, and self-regulation skills. The processes they undertake independently can enhance motivation and improve learning outcomes.

Self-efficacy has several functions in independent online learning activities: cognitive function, motivational function, and affective function. The cognitive function of self-efficacy can

influence students' cognitive goals. The self-efficacy possessed by students affects the goals they wish to achieve. The motivational function within students is useful for directing thoughts related to the goals to be achieved, while the affective function guides individuals' ability to cope with stress and depression faced during the independent learning process. According to Al-Abyadh, M. H. A., & Abdel Azeem, H. A. H. (2022), self-management and self-efficacy positively influence students' academic performance, and self-management skills significantly affect self-efficacy, which in turn greatly influences academic achievement. Confidence, ability, and skills in independent learning are taught integratively.

Challenges faced by distance learning students include readiness and self-confidence regarding their potential in navigating the online system by utilizing online accessibility services, such as online tutorials, to enhance understanding and mastery of core material, along with internet network devices and supporting tools such as laptops and Android-based smartphones. Accessibility or ease of access and online tutorial services are part of a learning service system that supports the success of students' independent learning. According to Schunk, D. H. (2023), academic self-regulation will yield results related to how self-regulation can construct motivation, metacognition, and self-regulation skills. Furthermore, Shurygin, V., Hajiyeve, H., Yakutina, M., Kozachek, A., & Zakieva, R. (2024) state that blended learning models can significantly enhance students' self-regulation compared to traditional learning approaches.

UT's online services have innovated, especially with the My-UT online single sign-on (SSO) service, providing a one-stop solution for all online student activities in mastering various online activities that significantly support student success. Koca, F., Kılıç, S., & Dadandı, İ. (2024) note that academic self-efficacy and the moderating role of gender in the relationship between attitudes toward distance education and academic life satisfaction are significant, with women's attitudes having a more pronounced effect on self-efficacy than men's. The provision of various online resources, including academic administration, online learning assistance, and online exams, brings UT closer to students, ensuring that each student has their own account to maintain privacy.

The development of students' self-efficacy is based on mastery experiences obtained from PKBJJ (Distance Learning Training Program) training, which introduces the online system based on training experience that builds confidence in achieving success and reinforces self-efficacy based on the level of self-confidence in utilizing applications for academic administration and online learning services and online exams through practice, resulting in new

skills and positive experiences. Students gain theoretical knowledge and practice it directly. According to Sharp, L. A., & Sharp, J. H. (2024), online learning experiences require different pedagogical characteristics compared to traditional learning experiences, and learners must be able to self-regulate. Self-regulation varies in the context of traditional learning.

The development of social persuasion through verbal training positively encourages the utilization process and various ways to face distance learning systems, instilling confidence in their skills and abilities to succeed in the LKBJ conducted before participating in the learning series since becoming new students will foster self-confidence. Having a strong sense of self-efficacy will boost confidence in independent learning, allowing students to manage their anxiety and improve their mood when facing challenging situations. Confidence in one's abilities profoundly impacts their capabilities. According to Alemayehu, L., & Chen, H. L. (2023), motivation has a positive relationship with self-efficacy, self-monitoring, and learning engagement in online learning environments.

3.2.7 Belief in Competence and Self-Management Skills in Distance Learning Systems

Adaptation to self-directed learning systems can be enhanced through support and training in cognitive processes, including the acquisition, organization, and use of information. According to Garcia and Pintrich (2023), students can manage their learning efforts through activities that influence their motivation, direction, perseverance, and personal efforts. Taufik and Novianawati (2020) highlight that the effectiveness of digital guided note-taking strategies can significantly improve knowledge retention and writing self-efficacy among students. Initiatives such as training programs for distance learning skills, academic guidance, and online learning resources are designed to assist students in becoming successful self-directed learners. The online self-learning service is a key element in the development of distance education, supporting students in cultivating self-learning skills necessary for success in an online learning environment.

Confidence in one's abilities serves as motivation for accessing online learning resources. Students have successfully activated their accounts and expressed their willingness to participate in online tutorials, demonstrating their computer skills and access to the UT online learning applications. Caratiquit and Caratiquit (2023) indicate that social media addiction significantly correlates with academic performance. Schunk (2023) explains that academic self-management relates to how students regulate their motivation, metacognition, and self-management skills. The habits of utilizing online social media can influence the use of online

learning applications, supporting the flexible use of distance education technology from different locations and at any time.

Competence in making independent decisions and self-organization is crucial for self-directed learning, as UT students must possess motivation and a desire for success. Perkasa, Sugiarni, and Veddayana (2023) found statistically significant differences in self-regulated learning scores among online learning students with varying levels of self-efficacy, indicating that self-efficacy affects self-regulated learning behavior in online contexts. Effective time management and self-directed learning are essential for students to manage their study time effectively.

The implications for students participating in LKPBJJ facilitate an increase in confidence in their abilities, enhancing their self-learning skills through the effective use of online learning applications. Students should plan their learning activities, prioritize tasks, and maintain motivation, discipline, and self-competence to focus on their learning objectives. Mulyati (2023) emphasizes that self-directed learning is increasingly necessary in the digital age to continually boost learning motivation. Continuous efforts to enhance learning motivation are vital, as the quality of education heavily relies on students' active and enthusiastic participation in their studies.

Students should also develop their abilities to adapt to various online learning tools and platforms. Larisang (2024) discusses the integration of technology in the learning process and its impact on student motivation, engagement, and differences in academic achievement between technology-based learning and conventional methods.

Improving students' understanding of how to effectively use technology and online services is essential for achieving quality in distance education. LKPBJJ serves as verbal persuasion that encourages new students to confront challenges by striving diligently to meet the goals of the distance learning system at UT. According to Pontes et al. (2024), the relationship between social support, self-management, academic stress, and anxiety may require mediation through self-management skills and social support. Students often experience academic stress, anxiety disorders, and a lack of self-management skills, which can hinder their academic progress. Suggestions for coping with stress and enhancing self-management skills are crucial. Furthermore, Brown and Pressley (2023) highlight that self-management skills contribute to motivation and help overcome obstacles that students face in achieving academic success. Confidence in competence and self-management skills in distance learning systems significantly contributes to students' independent learning processes.

4 CONCLUSION

Based on the descriptive data analysis and discussions in this research, it can be concluded that (1) Students' self-efficacy in distance learning is categorized as moderate. (2) Their motivation to participate in distance learning falls within the moderate range. (3) The skills in using online learning applications are also categorized as moderate. LPKBJJ fosters self-confidence in students' abilities to pursue distance learning by independently utilizing technology and motivating themselves to complete their studies successfully. Independent learning remains a key characteristic of PTJJ students, falling within the moderate category.

5 SUGGESTIONS

Based on the conclusions above, which refer to the research findings, the following recommendations are made: It is recommended that policymakers emphasize to students the necessity of attending the LKBJ (Learning Support Services) program.

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